**K-5 ELA Lesson Plan**

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| **Teacher:**  **Foust Elementary** | | **Grade:**  **3rd Grade** | | | **Date(s)**:  Unit Day 3&4- 8/29~8/30 |
| **Unit Title ( 20 days):**  Prove It! (Textual Evidence to make a claim) | | | **Corresponding Unit Task (7 days):**  Task 1 **Text Evidence Organizer-** After reading literary and informational text selections, students will complete a graphic organizer to demonstrate their use of text evidence. | | |
| **Essential Question(s):**   * How do readers use textual evidence to help answer questions? * How can a good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Graphic organizer**  **Chart paper**  **Anchor chart**  **Projector**  **Post it notes**  **“ I Wanna New Room” by Karen Kaufman Orloff** | | | | |  | | --- | | **Text**: A book or other written or printed work, regarded in terms of its content rather than its physical form |   **Evidence:** argument establishing or helping to establish a fact or the truth of a statement  **Supporting details:** statements from the text which support your topic or theme   * + **Text features:** Various ways of manipulating and placing text to draw attention to or emphasize certain points or ideas in a text (e.g. bolding or boxing questions, italicizing key vocabulary, listing, bulleting, numbering).   + **Story structures:** the way the content and events of a story are organized into a plot.(setting, characters, initiating events, internal reactions, goals, attempts, and outcomes)   **Collaboration:** The action of working with someone to produce or create something | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice  ×Independent | **Reading**  **Reading Focus: Using Text Evidence to support a claim**  **Standards:**  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **I Can Statement(s):**  I can gather evidence from the text  I can create a claim using evidence from the text for support.  **Instructional Plan:**  ***APK:*** Post a new image on the board, ask students to take a moment to remember what they learned from yesterday. Then have students record on a notecard a claim and at least 3 evidences that support their claim. Have students mingle around the room and share with at least 2 other classmates the claim they are making about the picture as well as supporting evidence. Bring the class back together and ask for someone to share their claim as well as evidence, students will be asked to “marshmallow clap” for each piece of evidence that is supported by a fact from the image.  ***I Do:***  I will read aloud the book “I Wanna New Room” modeling fluent reading behaviors. I will then make a claim about Mom and Dad, I will ask students to give me thumbs up or thumbs down if they agree or disagree with my claim. I will also ask students what I would need to do to help support my claim. I will fill in my claim (mom and dad don’t think Alex needs his own room) on the graphic organizer (chart paper/ white board).  ***We Do:*** I will then have a short discussion with students about why they agreed or disagreed with me. Students will then brainstorm with a shoulder buddy ways that good readers can gather evidence. Together we will then create an anchor chart of ways that good readers gather evidence in the text and then referring back to the text, we will work together to fill in supporting evidence noting what page the information was found on.    ***You Do:*** Using a page(s) from the text students will be asked to work independently to make a claim about Alex (students should claim that Alex wants his own room). Students will fill in the graphic organizer and underline directly in the text where they found their supporting evidence. **Differentiation strategy/extension:** students will be asked to explain in a sentence or two what good reading strategies they used to find their evidence. | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice  ×Independent | **Writing**  **Writing Focus: Introduction to the Writing Process**  [**http://www.timeforkids.com/homework-helper/writing-tips**](http://www.timeforkids.com/homework-helper/writing-tips)  **Standards:**  **W.3.4**. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **I Can Statement(s):**  I can write to support my claim.  **Instructional Plan:**  ***APK:*** Have students brainstorm a list of things they wish we could have in the classroom/as a class (extra recess, longer lunch period, better TV, etc.). Ask students to post at least one idea onto a post it note and then bring their idea to the board. As a class sort the ideas into categories, give each category a name. Tell students that today we are going to make a claim to the principal and provide three supporting  evidences/details to support our claim.  ***I Do:*** I will model how to insert my claim (use a claim from the brainstormed list on the board) into the graphic organizer, modeling how to write in complete sentences. I will then think of three supporting evidences modeling using a think aloud strategy to share my thoughts. I will make sure to stress the importance of using evidence that can be proven with fact. I will explain to students that good writers use pre-writing strategies to help organize their thoughts.  ***We Do:*** Together (shared writing) we will write using another idea from the board following the same steps; make a claim, support the claim, fill in graphic organizer  ***You Do***: The students will write using a new claim of their own or one from the board. Students will follow the same pre-writing steps; make a claim, support the claim, and fill in the graphic organizer. | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice  ×Independent | **Word Study**  **Word Study Focus: Editing (writing process)**  [**http://player.discoveryeducation.com/index.cfm?guidAssetId=4D91E8B5-F6B4-41BB-8B8C-C7E70A9080AF&blnFromSearch=1&productcode=US**](http://player.discoveryeducation.com/index.cfm?guidAssetId=4D91E8B5-F6B4-41BB-8B8C-C7E70A9080AF&blnFromSearch=1&productcode=US)  **Standards:**  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s):**  I can demonstrate my editing strategies by checking for capitalization and punctuation errors.  **Instructional Plan:**  ***I Do***:  <http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm> (Grade 2 Cooking By Heart)  I will begin by explaining that good writers use the conventions of English to check over and edit their work. I will take a moment to define conventions to students and give a few examples. I will then tell students that today we are going to start by playing a game to help us become better editors. I will tell students that today we are going to focus on capitalization and punctuation errors (explain these terms and give a few examples/counterexamples). I will then read that passage “Cooking By Heart” from the website listed above. I will model the habits of good readers by reading the short passage three times ( I will stress the importance of reading multiple times for information). I will then use a think aloud strategy to model how and why I know there are capitalization errors in the passage. I will then correct them as the students interact by giving me a thumbs up if they agree or a thumbs down if they disagree.  ***We Do***:  <http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm> (Grade 3 Script for Windy’s Weather Report)  Students will be given a few minutes to read the short passage “Windy’s Weather Report” from the website listed above. Students will then discuss at their table groups what errors they think are present in the passage explaining to one another how and why they think these are the errors in the passage. Each table will elect one member of their group to come to the board and identify an error.  ***You Do***: Students will begin by first checking for their own capitalization and punctuation errors. The class will then be divided in half and will “gallery walk” to edit at least 2 other classmates papers focusing only on capitalization and punctuation errors in the introductory paragraph. **Students at intervention level may be pulled to the back table to receive a mini lesson on writing and editing strategies. Students who need extension may be given a thesaurus and challenged to find “fifty cent” words to replace words in their introduction.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   ×Shared   * Guided Practice * Independent | **Speaking & Listening**  **S&L Focus: Using appropriate Language and sentences**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **I Can Statement(s):**  I can participate in collaborative talks using appropriate language and sentences.  **Instructional Plan:**  Students will participate in a variety of speaking and listening strategies throughout the course of the lesson. Students will turn and talk to classmates listening with respect and offering up advice when making and supporting a claim. Students will also work together collaboratively at table groups, both with assigned roles and unassigned roles to discuss claims and their support. Students will be mindful of the pre-established rules of discussion. | | | | |
| **Closing/Summarizing Strategy** | **Turn and Talk:** tell a shoulder buddy one thing you already knew from the day before, one think you still would like to learn, and one thing you learned from today. Have 2 or 3 students share with the class the ideas of their buddy.  **Review Essential vocabulary** by giving a word meaning and students whispering in a shoulder buddies ear the word, the student then gives a thumbs up or thumbs down to their buddy if they agree/disagree.  **A look ahead for tomorrow** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Students will be asked to explain in a sentence or two what good reading strategies they used to find their evidence. * Students who need extension may be given a thesaurus and challenged to find “fifty cent” words to replace words in their introduction. | | * Students at intervention level may be pulled to the back table to receive a mini lesson on writing and editing strategies. * Students at intervention level may use illustrations to assist them in making and supporting a claim ( the teacher should ask for verbal clarification on the how/why they know) | | | ELL’s may use illustrations to assist them in making and supporting a claim ( the teacher should ask for verbal clarification on the how/why they know) |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Assess lesson mastery with graphic organizers from writing and reading lessons and think-pair-share activities, Assess Task mastery with a post-assessment graphic organizer on 9/4, Assess Unit mastery with GEMS Unit 1 Post- Assessment on 9/21 | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*